

Utilization of Scholarly Journal Articles in the Teaching and Learning of Teacher Education Courses

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Abstract: The usage of scholarly journal articles in the academe is now gaining attention to cope with the ever dynamic and evolving teaching and learning processes. This paper explored how the teacher education faculty and students utilized scholarly journal articles in the teaching and learning of professional education courses. The study also determined the challenges in using these primary sources and documented ways of overcoming them. Using a narrative inquiry, a focus group discussion with six teacher education faculty and face-to-face interviews with six students was conducted in the College of Education of a state university in Northern Mindanao. Data gathered were analyzed through thematic narrative analysis. Emerging themes revealed that scholarly journal articles was utilized by exposing learners to varied writings, enriching course content and learning, exposing them to process learning, preparing learners for classroom engagement, guiding learners to produce outputs, and allowing learners to acquire updates. The inquiry reported challenges in terms of the capability of the learners, interest and perception of learners, and the journal itself and its contents. Documented ways of overcoming these challenges include time management, frequency of use, selection criteria, and checking the author's background.

Keywords: Journal Articles, Narrative Inquiry, Teacher Education, Teaching, Learning

1. Introduction

The growing availability of scholarly articles online allows instructors to use such literature functional to teaching (Langston & Tyler, 2004), and it paves the way for more scholarly learning to rise. Scholarly articles, which are peer-reviewed research-based works written by experts on specific fields (California State University, 2011), are usually published by the academe and organizations often subscribed by individual scholars and libraries (Ohio State University, 2016).

The usage patterns of scholarly articles in the web has been investigated by many researchers because journal publications are considered most credible sources with the rigorous peer-review process (Larsen, 2013) and function a very important role for learning, teaching and research in any university (Bamidel, Omeluzor & Amadi, 2013). However, the use implies possible potential usage only because what is measured is the number of views and downloads of the articles, and does not mean it was used by just viewing and downloading it (Wang, Fang & Sun, 2016). The manner these articles were used in the classroom has to be explored, including the challenges that inhibits their use and how users overcome these challenges.

Primary sources, like scholarly articles, play an important role in providing students with authentic, constructive learning experiences that help them learn to think by exercising higher-order skills (Newman, Degener & Wu, 2015). The scholarly

articles not only describe the nature of the scientific process, but also lead learners to assess data critically, develop their scientific writing, and be updated of the current advances in research (Round & Campbell, 2013).

Studies that involved students include the utilization of journal publications or e-journals (Bamidele et al., 2013; Acheampong, Boakyie & Agyekum, 2019; Faizul & Naushad, 2013) and underutilization of these resources (Azam, Shaheen, Shaikh, Sheikh, Siddiqui, Zafar & Nisamat, 2018), access to e-journals (Acheampong et al., 2019), patterns on the use of print and electronic journals (Gupta, 2011), awareness towards the use of e-journals (Faizul et al., 2018), teaching students to read the primary literature (Murray, 2013), factors that influence the usage of academic journals (Saxena, 2018), and the impact of field specialization on internet resource usage (Sriram, 2014).

Several studies involved instructors on the usage of e-journal amongst lecturers (Bakar & Ariffin, 2013), the use of new resources to teach evidence-based practice (Heye & Stevens, 2009), the use of classroom-based and web-based historical primary sources among social studies instructors (Hicks, Doolittle & Lee, 2004), use of e-journals by research scholars (Kumar & Reddy, 2014), use of journal articles in an online teaching environment (Langston & Tyler, 2004), awareness and the use of scholarly electronic journals among of academic staff (Msagati, 2014), and on how instructors use primary sources to meet the common core literacy

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